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ABSTRACT

The report reviews 1 year of operation of an outreach project for minority mildly handicapped developmentally delayed high risk children. The project identified 10 day care replication sites within North Carolina, trained staff to use the model, and assisted in the implementation of the curriculum model. Teleconferencing was used in training, and inservice workshops for area day care personnel were conducted. Instructional materials developed included curriculum materials and training certificates. The project stressed cost effectiveness through teletraining sessions and use of a curriculum that called for easily available materials. Evaluation of the training of day care workers, administrators, and preservice day care teachers specifies activities designed to meet project goals. Among appended materials (one-half of the document) are the Carolina Teacher Effectiveness Rating Scale and the Early Childhood Environment Rating Scale. (CL)

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MEMORANDUM

CFDA Number: 84.024 B

Grant Number: G00 830 1521

To: Ms. Cynthia Rogers
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M.S. Department of Education
Room 5715, ROB 3
400 Maryland Avenue, S.W.
Washington, D.C. 20202-3571

From: Barbara K. McCloud, Ph.D.

Re: Final Report: Project TAP Outreach
Early Intervention in Day Care
for Minority Developmentally
Delayed Children
(3 copies attached)

Date: November 30, 1984

EC172471

Final Report: Project TAP Outreach

I.	Introduction	p. 1 - 2
II.	Accomplishments and Milestones Goal I Goal II Goal III	p. 2 - 5
III.	Deviations - from Original Objectives	p. 5 - 6
IV.	Related Developments	p. 6 - 7
V.	Cost Effectiveness	p. 7
VI.	Evaluation of Training	p. 8 - 18

TABLE OF APPENDICES

Appendix A	Unstandardized test of child development based on the Carolina Developmental Curriculum
Appendix B	Carolina Teacher Effectiveness Rating Scale
Appendix C	Early Childhood Evnironmental Rating Scale
Appendix D	Project TAP Outreach Staff Development Survey
Appendix E	Presentation Feedback Form

FINAL EVALUATION REPORT
PROJECT TAP OUTREACH:

Early Intervention In Day Care For
Minority Developmentally Delayed Children
North Carolina Central University

INTRODUCTION

This is the final performance report for Project TAP Outreach--Early Intervention in Day Care for Minority Developmentally Delayed Children, an outreach project funded by the U. S. Department of Education Under grant #G00 830 1521. This grant is part of a nation-wide network of early childhood outreach projects for the handicapped funded under the Handicapped Children's Early Education Program (HCEEP). This project is administered by North Carolina Central University and provided outreach services to the staffs of day care centers who provide services to "high risk", developmentally delayed preschool children enrolled in day care within the state of North Carolina.

This document reports on one year of operation of the project following the guidelines presented in Part II of OE Form 9037-1.

The project stimulated the development of appropriate services for mildly handicapped, developmentally delayed, high risk children through the establishment of replication sites.

Project TAP has three identified target groups for Outreach assistance through training and replication. These target groups were (1) Day care centers in North Carolina identified in cooperation with the North Carolina Department of Human Resources/Office of Day Care Services; (2) Day care teachers and administrators within the Durham

Day Care Council; and (3) Prservice day care teachers enrolled in the Early Childhood Associate Program at the Durham Techincal Institute.

The innovative features of the Project TAP Outreach include: (a) Intervention within the established framework of day care with emphasis on the developmental lags and needs of minority children; (b) Cooperative agreements with the North Carolina Department of Human Resources/Office of Day Care Services, the Durham Technical Institute, and the Durham Day Care Council to provide training to Inservice and preservice day care teachers; and (c) Cooperation with the North Carolina Agency for Public Telecommunications to provide training to selected sites via teleconferencing.

II. ACCOMPLISHMENTS AND MILESTONES

During the 1983-84 academic year, Project TAP Outreach made the transition from a demonstration project to a fully operational outreach program. The first year of outreach was dominated by three primary goals.

The major intent of Goal I was to identify minority developmentally delayed children and to increase their developmental abilities. This goal was achieved by identifying ten replication sites within the state, securing replication agreements with these sites, training the replication staffs to use the Project TAP Model, and by assisting the replication centers to fully implement the curriculum model.

The replication sites were selected in cooperation with the Department of Human Resources/Office of Day Care Services through recommendations from the regional day care specialists. Once the replication agreements had been signed, the day care center staffs were trained by a series of eight statewide teleconferencing sessions. The training sessions were

based on the interactive concept characteristics of teletraining and lasted in length from two to two and one half hours.

The specific topics covered by the teletraining included:

(1) Overview of Project TAP Model
(2) Project TAP Instructional Cycle
(3) Assessment of Developmental Abilities - Part 1
(4) Assessment of Developmental Abilities - Part 2
(5) Organization of the Day Care Center and Daily Schedules
(6) Use of the Carolina Developmental Curriculum
(7) Planning IEP's
(8) Evaluating the Effectiveness of Curriculum Activities

The teleconferencing training began on February 14 and ended on May 29, 1984. As a result of the training, twenty-two teachers, three center directors, two educational coordinators, and one facilitator were awarded training certificates. Although the training concluded at the end of May and the teachers were fully capable of implementing the program, the replication sites preferred full implementation in September, 1984 as opposed to June, 1984 because of summer variances in enrollment and scheduling.

The major intent of Goal II was to train ten day care administrators and teachers in Durham, North Carolina to demonstrate the knowledge and understanding of the Project TAP model at a level appropriate for effective implementation of the model and to establish three replication sites at day care centers in Durham.

The Project TAP staff conducted a series of ten in-service workshops for area day care personnel (only eight had been projected). The workshops, planned in conjunction with the Durham Day Care Council, began in October 1983 and were completed in February 1984. During this period of time, six directors and 44 teachers representing 15 day care centers received training in the following workshops: (a) An Introduction and Overview of Project TAP Outreach, which explained all

components of the project; (b) Finding Out What Your Children Can and Cannot Do, discussed the use of the Carolina Developmental Profile and the need of assessing and planning for children's needs; (c) When Should Johnny Be Able To Cut, Match and Reason, further discussed the use of the Profile and explained the measurement of developmental abilities; (d) Listen and Do: Are We Really Listening To What Our Children Are Trying To Tell Us? based on the results of the information received while assessing a hypothetical child, the prticipants were shown how to provide appropriate learning activities from the Carolina Developmental Curriculum to correct any mild delyas discovered; and (e) Let's Put It Altogether, the organiation of the daily schedule, planning IEP's and how to evaluate the effectiveness of the curriculum activities ended our training series. Each of the five topics had two sessions.

At the end of these workshops four sites in Durham indicated their willingness to become a replication site (Triangle, Russell Memorial First Presbyteian, and Mount Sylvan Day Care Centers).

The Project TAP curriculum model was operational in four sites in Durham during the 1983-84 funding period. These sites which received inservice training from the project staff were (1) Mount Vernon Day Care Center; (2) Pilgrim United Church of Christ Day Care Center (Durham Nursey School Association; (3) Watts Stree Day Care Center (Durham Mursery School Association) and (4) The Early Childhood Education Center for the Handicapped at North Carolina Central University. The Project TAP staff visited each staff in September to assist with the establishment of the replication classrooms and the training of the teachers in the use ofthe project model of assessment and curriculum. By mid-October 1983, the assessments for all children in the classrooms were completed. The

Project staff then provided inservice training in the areas of grouping, planning and establishing an instructional schedule. Instruction using the Carolina Developmental Curriculum was in place by the end of October 1983. Other training sessions to assist with program update as well as continued support and technical assistance was provided throughout the year. A total of 22 staff including some preservice teachers and four directors were involved in the "on-site" sessions.

Goal III stated: "As a result of Project TAP Outreach activities with the Early Childhood Education Program at the Durham Technical Institute there will be an increase in awareness of the need for services and an increase in the avilability of appropriate services for mildly handicapped, developmentally delayed, high risk minority children enrolled in day care centers in North Carolina".

To accomplish this goal, in February 1984, the Project TAP staff and Debbie Hilliard Batchler, Director of the Early Childhood Program at Durham Technical Institute met to began joint plans for the methods course syllabus, schedule and content to be used to incorporate the Project TAP Model. In March the Project TAP staff conducted 6 sessions for Education 117 - Curriculum Planning: Three Through Five Year Olds. There were approximately 12 students that attended each one hour and 15 minutes session. The interaction of the students, their enthusiasm, and the request for additionalinformation was evidence that this joint venture was quite effective.

III. DEVIATIONS FROM ORIGINAL OBJECTIVE

One of our objectives was to have Project TAP curriculum fully in operation in our new replication sites by June 1, 1984. However, since the day care centers change their type of programming for summer, the

date of completion has been changed to September 1, 1984.

The instructional program which is implemented by area day care centers began in September and end in May. Starting June 1st, they initiate their summer fun program, which is more "camp-like" than classroom oriented. Due to this change in programming, it was necessary for Project TAP Outreach to modify our time line for full implementation from June to September, 1984.

IV. RELATED DEVELOPMENTS

The 1983-84 academic year was an extremely productive year for Project TAP Outreach. The staff not only engaged in dissemination and training efforts, but also produced a repertoire of instructional materials. Major curriculum materials which were designed as a result of the tele-training preparations included the production of a two part videotape accompanied by a teacher's manual, the conceptualization of a series of six sets of T.V. cards to accompany six freeze frame productions, the productioon of esix slides sets for face-to-face training, and the creation of original exercises to accompany eight teleconferencing productions.

The trainer's brochure developed to introduce the trainers of Project TAP Outreach was used as an exhibit item by the North Carolina Office of Day Care Services at the Eigh Annual Conference on Teleconferencing and Interactive Media in Madison, Wisconsin in May, 1984.

In addition to the curriculum materials, the Outreach staff designed and distributed training certificates to local and statewide trainees. Future intentions include exploring the possibility of obtaining CDA approval for the training module.

Throughout the year, Project TAP Outreach worked cooperatively with the Office of Day Car Services of the N.C. Department of Human Resources, the Durham Day Care Council, and the Durham Technical Institute. These

liaisons were of mutual benefit and allowed the project to gain recognition throughout the state of North Carolina.

V. COST EFFECTIVENESS

In an effort to provide high quality training as well as to stimulate cost effective measures, the Outreach staff used two major means to conserve money.

The teletraining sessions allowed the staff to train statewide, but at the same time, reduced travel time and associated expenses.

The Carolina Developmental Curriculum which is one of the core components of the Project TAP Model is the second major means by which the program helped day care centers to hold down expenses. The curriculum called for the use of instructional materials generally found in the day care center or home and thus eliminated the need to purchase costly kits or new materials.

THREE PRONGED EFFORT TO MEET THE GOALS

Project TAP Outreach employed a three pronged approach in its effort to meet its established goals this year. This approach involved the staff training of;
1)day care workers throughout the state of North Carolina (goal # 1)
2)day care administrators and teachers in the Durham, North Carolina area (goal # 2)
3)pre-service day care teachers in the Early Childhood Associate Program at the Durham Technical Institute.

Activities designed to meet goal #1

The first half of the fiscal year was spent in the idenitification of day care staff who would participate in the training. The Office of Day Care Services, North Carolina Department of Human Resources submitted referrals to Project TAP Outreach listing day care centers which were eligible to receive training , technical assistance and support services for handicapped children already enrolled in their program, based on criteria which had been provided to them. The selection criteria were; 1)the day care center must primarily enroll minority children 2)the day care center must have a significant percentage of children at risk for developmental delay 3)the day care center staff must be interested in receiving the training and 4)the day care center must be geographically located near an existing teleconferencing center.

Nine day care centers agreed to participate with a total of eleven classrooms. The centers are located in Ashville, Charlotte, Highpoint and Raleigh, North Carolina.

In Asheville:
Buncombe County Child Development
Hillstreet Day Care Center (1 classroom)
West Ashville Day Care Center (1 classroom)
Livingston Street Day Care Center (2 classrooms)

In Charlotte:
The Mount Carmel Child Development Center(2 classrooms)

In Highpoint:
Clara Cox Center (1 classroom)
Daniel Brooks Center (1 classroom)
Southside Center (1 classroom)

In Raleigh:
New Bern Avenue Day Care Care Center (2 classrooms)

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The day care staff consisted of twenty-two females of various educational and experiential backgrounds.

The training sessions began in February 1984 and were completed in May 1984. There were approximately two training sessions each month and each session lasted from one and one half to two and one half hours. The training sessions provided information on:

1) the overview of the Project TAP model
2) the Project TAP instructional system
3) measurement of developmental abilities
4) the use of the Carolina Developmental Profile
5) the organization of day care center and daily schedules
6) the use of the Carolina Developmental Curriculum
7) planning I.E.P.'s for children
8) evaluating the effectiveness of curriculum activities

The Project implemented "state of the art" technology in this outreach training effort by using teleconferencing. This approach was developed in cooperation with the North Carolina Office of Day Care Services. This method involves a video screen with a changing picture every and a conference speaker-phone which allows continuous audio contact between the day care staff and the trainers.

The day care center staff will fully implement their training in the TAP model beginning with the school year-fall 1984.

Activities designed to meet goal # 2

The Project TAP Outreach staff conducted a series of ten training workshops from October 1983 through February 1984 for the Durham Day Care Council.

The Day Care staff consisted of 44 females of various educational and experiential backgrounds.

The training sessions provided information in the same eight area as defined earlier under goal # 1.

The training technique used was the traditional "in person" classroom approach where both the staff and trainers were in the same classroom throughout the instruction.

The Durham Day Care Council Center began partial implementation of the Project TAP model in 1984 and will be fully operational as a Project TAP replication site in September 1984.

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EVALUATION GOALS AND OBJECTIVES

I. To determine the effectiveness of staff development training for day care staff throughout North Carolina
   A. Assess the change in staff knowledge of child development by the administration of a test based in the Carolina Developmental Curriculum
   B. Assess changes in day care center staff teaching competencies by the administration of the Carolina Teacher Effectiveness Rating Scale
   C. Assess changes in day care center environment by the administration of the Early Childhood Environmental Rating Scale

II. To determine the effectiveness of the staff development training for day care staff within the Durham Day Care Council
   A. Assess the change in staff confidence for working with children by the administration of a self appraisal form.

III. To determine the effectiveness of the staff development training through workshops.
   A. Assess the staff satisfaction with the training by administration of evaluation form at the end of the workshop.

EVALUATION PLAN

This evaluation is designed to be a summative review of the staff development/outreach activities of Project TAP for the fiscal year 1983-1984.

There were three targeted populations for the staff development activities; 1)day care staff throughout North Carolina 2) day care staff in Durham, North Carolina and 3) pre-service day care staff enrolled in the Early Childhood Associate Program at the Durham Technical Institute. The evaluation proceedure for each of these populations will be discussed separately.

North Carolina Day Care Staff- The evaluation of this population involved three assessments; 1)a pre-post administration of an unstandardized test of child development based on the Carolina Developmental Curriculum (see Appendix A) 2) a pre-post observation of teacher competencies using the Carolina Teacher Effectiveness Rating Scale (see Appendix B) and 3) a pre-post observation by trained observers of the day care classroom environment using the Early Childhood Environmental Rating Scale (see Appendix C).

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The pre-test assessments were administered/observed prior to the initiation of training in January and February of 1984 and the post-test assessments were administered/observed immediately following the completion of the training and prior to the implemention of the instruction into the classrooms.

The child development knowledge test was developed by a graduate student at the University of North Carolina at Chapel Hill. The student was an independant program evaluator who based the questions on specific objectives and basic child development facts from the Carolina Developmental Curriculum. The test has fourty questions and is in an objective format. Two Charts at the end of the test which were intended to be included in the test were deleted due to clerical error.

The Carolina Teacher Effectiveness Rating Scale is a measure which was developed at the University of North Carolina Chapel Hill School of Education. The scale is subdivided into five catagories:

1)management of instructional time
2)management of student behavior
3)instructional presentation
4)instructional monitoring
5)instructional feedback

The scale was assigned a one to five point ranking. This ranking had a range of one=poor, three=adequate to five=superior.

The observers who scrored the scale were all graduate students in Special Education at the University of North Carolina at Chapel Hill. They had varying degrees of experience in early childhood education and they did not receive specific training in the use of this scale.

The Early Childhood Environmental Rating Scale is a copyrighted and published scale used to evaluate the adequacy of early childhood settings.

The scale has thirty-seven items and is divided into seven subscales:

1)personal care routines
2)furnishings and display for children
3)language-reasoning experiences
4)fine and gross motor activities
5)creative activities
6)social development
7)adult needs

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Each item within each subscale can be scored from one to seven. Complete and explicit descriptors are given for scores 1-3-5-7, thus providing a strong format for consistency in scoring.

The evaluators using this scale were all graduate students in Special Education at the University of North Carolina at Chapel Hill and they had received considerable training in the use of the scale.

Durham Day Care Staff-The evaluation of this population involved a pre and post questionaire on self appraisal. The self appraisal is composed of sixteen statements which define a competency necessary in early childhood education. The staff was asked to circle their assessment of their own ability on a one to five point scale(one=less than adequate, three=adequate, five=highly competent). See Appendix D.

Workshop Evaluations-The Project TAP model of Assessment and Curriculum for delayed preschoolers in day care settings was the focus of all workshops presented at conferences by the project staff. The evaluation of this population involved a post training evaluation of the workshop. This evaluation form consisted of ten objective ratings of the workshop and four subjective, open ended questions. The first ten items have a possible ranking from one to five (one=not helpful and five=very helpful). The staff was asked to complete the form following the training and to turn it in to the trainer.

RESULTS

The pre and post test mean scores on the knowledge test for the North Carolina day care staff is presented in Chart 3 and in Graph 1. The overall post test mean score showed a significant improvement from the pretest mean score. This significant improvement occurred over a three month period and prior to the day care staff's implementation of the curriculum (when implementation is proceeding the staff will have daily interactions with the curriculum and should develop a broader knowledge of its content). Each center also exhibited a significant improvement in their mean score. Individual center scores may be important in the overall evaluation because each teleconferencing center had a different individual who acted as an on site monitor. This person was responsible for the distribution and collection of materials, initiation of discussion and motivation/enthusiasm for the training. Thus, although the staff all received the same training content there may have been intervening variables associated with the monitor.

A clerical error in collating the post tests (the pages were out of order) may also have affected the scores because the directions immediately preceeding the questions were not always correct.

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A final point regarding the knowledge test is that several staff appeared to have misunderstood the directions for section 3 and therefore did not receive credit for any answers in that section.

KNOWLEDGE TEST

SITE	PRETEST	POSTTEST
ASHVILLE	X 17.75 SD 3.83 DF 7	X 20.875 SD 4.91 DF 7
CHARLOTTE	X 13.25 SD 1.5 DF 3	X 15 SD 0 DF 3
HIGHPOINT	X 18.5 SD 3.095 DF 5	X 21.16 SD 3.86 DF 5
RALEIGH	X 13 SD 7.24 DF 4	X 17.8 SD 3.56 DF 4
GRAND MEAN STANDARD DEVIATION	16.13 4.9	19.43 4.2

* SIGNIFICANT AT .01
** SIGNIFICANT AT .15

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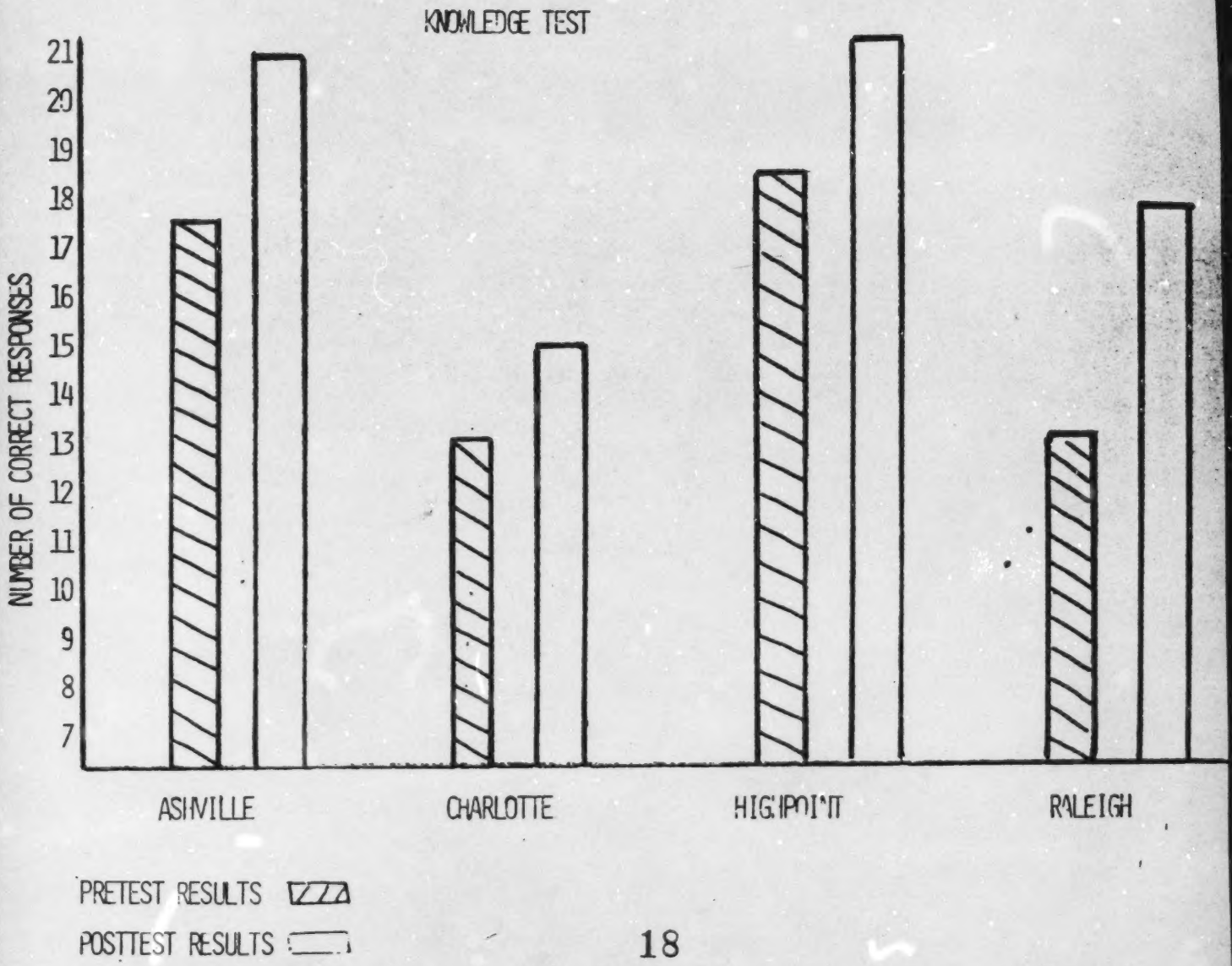
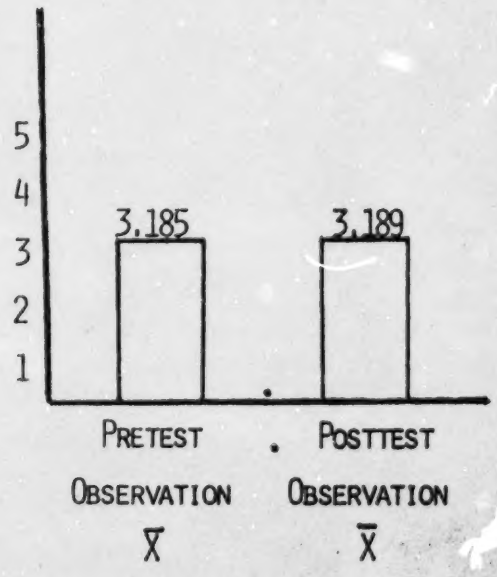

KNOWLEDGE TEST
NUMBER OF CORRECT RESPONSES
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
ASHVILLE
CHARLOTTE
HIGHPOINT
RALEIGH
PRETEST RESULTS
POSTTEST RESULTS

The results on the Carolina Teacher Effectiveness Rating Scale are visually depicted in Graph 2 and show no change. The graduate student raters expressed the following concerns regarding this measure:

1)subjectivity of the rating
2)inappropriateness of many of the items(ie. provides prompt feedback on outside-class work or homework)
3)use of an instrument which was designed for older school aged children in a preschool setting

The overall resulting mean which falls into the three point range does suggest a generally adequate rating of those teacher competencies which could be evaluated.

THE CAROLINA TEACHER EFFECTIVENESS RATING SCALE RESULTS



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The results on the Early Childhood Environmental Rating Scale are shown in Chart 4 and Graph 3. Two subscales, which were not related to Project TAP training (personal care routines and adult needs), were omitted due to insufficient data from which to draw results. The remaining subscales reveal a significant improvement in the furnishings and display subscale.

The furnishings and display subscale involves room arrangement, child related displays and areas for relaxation and comfort. The Project TAP instruction provided information in these areas. Unlike some of the other areas of this scale an improvement in this area does not necessarily require the purchasing of new materials but rather may merely involve the rearrangement of existing materials. Thus, the day care staff seems to have responded to the training by making some changes in spite of the fact that implementation of the training was to begin in September 1984.

EARLY CHILDHOOD ENVIRONMENTAL RATING SCALE

SCALE	PRETEST	POSTTEST
FURNISHINGS DISPLAY	X 22.85 SD 3.248	X 24.4 * SD 3.49
LANGUAGE REASONING EXPERIENCES	X 18 SD 1.85	X 17.6 SD 3.4
FINE/GROSS MOTOR ACTIVITIES	X 27.785 SD 5.2	X 27.13 SD 3.89
CREATIVE ACTIVITIES	X 33 SD 4.1	X 32.06 SD 4.4
SOCIAL DEVELOPMENT	X 23.85 SD 4.5	X 24.46 SD 6.53

*SIGNIFICANT AT .0005

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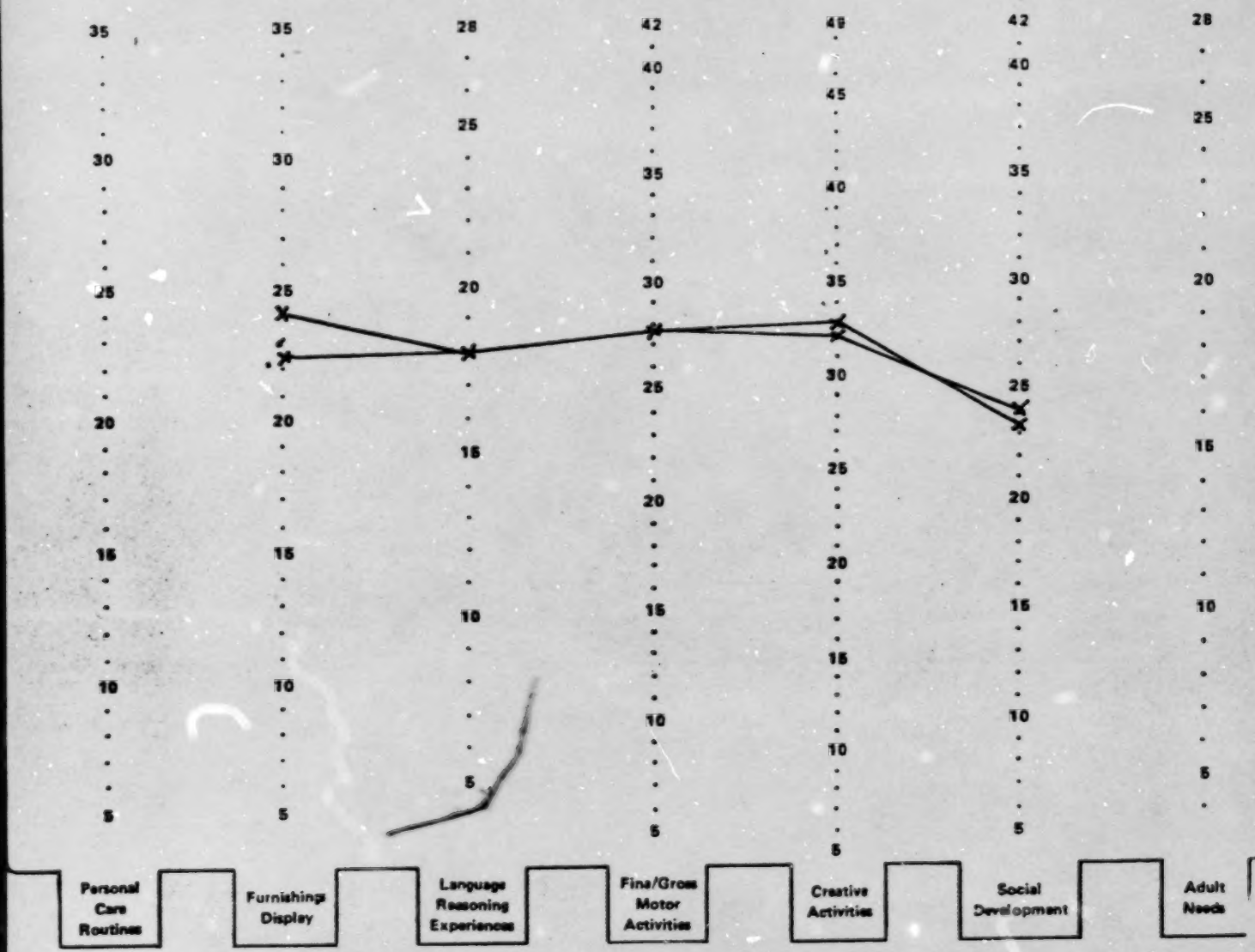
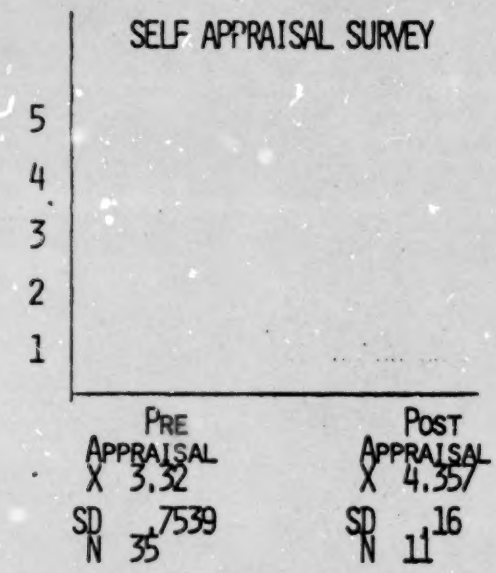
EARLY CHILDHOOD ENVIRONMENTAL RATING SCALE



The pre and post results on the staff self apprasial survey show an increase in the overall mean score from 3.32 to 4.357. This increase seems to indicate an overall improvement in the day care staff's opinion of their own abilities in providing services to children.



WORKSHOP EVALUATION

The evaluation results of the workshops conducted by the Project TAP staff show an overall grand mean of 4.59 which would place the scores in an almost excellent catagory. (APPENDIX E).

WORKSHOP EVALUATIONS

PLACE	DATE	X	SD
1) Council for Exceptional Children The Exceptional Block Child	7/83	4.6	.29
2) Early Childhood Education Workshop/ Headstart	8/83	4.44	.16
3) N.C. Day Care Conference	9/83	4.59	.16
4) Joint Conference of Frank Porter Graham Child Development Center and Orange County Day Care Coalition	1/84	4.55	.157
5) Durham Day Care Council	2/84	4.76	.26
6) Virginia Federation, CEC	3/84	4.46	.143
7) Western North Carolina Regional Day Care Conference	4/84	4.73	.24
Grand Mean		4.59	

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APPENDIX A

Unstandardized test of child development based on the Carolina Developmental Curriculum

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Evaluation of Project TAP
Winter 1984
PRETEST

This evaluation form is intended to assess the effectiveness of the outreach training activities of Project TAP. It is not an individual assessment of you and it will not be used for any other purpose. The results are confidential and you may request your individual results.

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Section I

Listed below are the seven developmental areas defined by the Carolina Developmental Curriculum.

a. gross motor
b. fine motor
c. reasoning
d. expressive language
e. receptive language
f. social/emotional
g. visual perception

Questions I-XV refer to these areas. Read each statement carefully and decide which of the developmental areas listed above best describes the activity content. More than one selection may appear correct but only one is. Record your selection to the left of each statement on the line provided.

I. The child will act out a part in the story of the The Three Little Pigs.

II. The child will identify an object by it's use.

III. The child will name the missing part of presented objects.

IV. The child will make and identify loud and soft noises.

V. The child will assist in telling a well-known story using a puppet to dramatize the action.

VI. The child will catch an 8"-10" ball, thrown from approximately 5' away.

VII. The child will group objects by form.

VIII. The child will point out wheels in a variety of objects found in the environment.

IX. The child will throw a tennis ball using an overhand throw.

X. The child will answer simple questions.

XI. The child will unwrap a piece of twisted end wrapped candy.

XII. The child will match an object card with the characteristic card (ex. sock-bare foot, pencil-child writing)

XIII. The child will put an apple (cut in half) back together.

XIV. The child will identify and imitate a pictured action.

XV. The child will choose an object identical to the one shown.

Section II

Read each question carefully and circle the best answer. Several of the answers may seem probable but only one is completely correct.

XVI)The most important reason for doing a developmental assessment on a preschool child is:
- a)to be able to place the child in a group of children
- b)to identify where to begin working with the child
- c)to identify children who are exceptional
- d)to keep accurate records on the child

XVII)The best description of a "developmentally delayed" child is:
- a)the child who looks and acts differently than the other children
- b)the child who learns slowly
- c)the child who has marked impairment in at least two developmental areas
- d)the child who does poorly on tests

XVIII)A child's meaningful interpretation of what is heard is:
- a)perception
- b)expressive language
- c)receptive language
- d)process

XIX)A desired behavior that you expect a child to exhibit after participating in a given sequence of activities is:
- a)an instructional objective
- b)an instructional activity
- c)age appropriate behavior
- d)social/emotional norms

XX)When arranging a classroom, spaces should be allotted for:
- a)large group activities, small group activities and independent work.
- b)large group activities, small group activities and free play
- c)large group activities, small group activities, free play and independent work
- d)large group activities, small group activities, free play, independent work and transportation activities

XXI)A child should participate in at least_____activities per day.
a)three
b)five
c)seven
d)ten

XXII)Mary is unable to complete a task within the time allotted(one month). The teacher should:
a)stop working on that task
b)review and update the program
c)skip that objective and move on
d)give the child more time to accomplish the task

XXIII)Criterion-reference assessment is best defined as:
a)testing
b)determining if a child is retarded
c)determining a child's specific strengths and weaknesses
d)comparing one child's performance to another

XXIV)Child development is:
a)sequential
b)sequential and universal
c)sequential, universal yet may vary by rate
d)sequential, universal, may vary by rate and is unidimensional

XXV)Which of the following skills do not require the use of large muscle coordination:
a)walking on a line
b)throwing a ball
c)unwrapping a piece of candy
d)kicking a ball

XXVI)Visual perception refers to a child's ability to group things according to:
a)color, form,sound or size
b)color,sound or size
c)color or sound
d)color, form or size

Section III

The questions in this section are concerned with the correct sequence of normal development. Each question below contains three developmental milestones found in one area of development and described in the Carolina Developmental Curriculum. Carefully read each question and decide the order in which these milestones would normally develop. Record the correct sequence on the line provided to the left.

For example:In Gross Motor;

a)The child will seat self in a small chair
b)The child will balance on one foot
c)The child will walk backwards 10'

XXVII)Reasoning

a)The child will match blocks of the same size
b)The child will sort big and little objects
c)The child will select big and little pictures on request

XXVIII)Receptive Language

a)The child will match objects and repeat their names
b)The child will follow simple directions
c)The child will touch three pictures designated by action

XXIX)Expressive Language

a)The child will tell first and last name
b)The child will name pictured objects on request
c)The child will repeat two syllables correctly in a given order

XXX)Social/Emotional

a)The child will play with 2-3 children
b)The child will take turns
c)The child will attend small group for a short time

XXXI)Fine Motor

a)The child will turn pages of a book
b)The child will copy a circle
c)The child will copy a cross

XXXII)Visual Perception

a)The child will add two parts to an incomplete man
b)The child will name pictures of items removed from view
c)The child puts together a 4-6 piece puzzle after demonstration

XXXIII)Reasoning

1)The child will match blocks of the same size
2)The child will sort big and little objects
3)The child will select big and little pictures on request

Section IV

Listed below are the seven developmental areas defined by the Carolina Developmental curriculum. Questions XXXI-XXXX refer to these areas

a. Gross Motor
b. Fine Motor
c. Reasoning
d. Expressive Language
e. Receptive Language
f. Social/Emotional
g. Visual Perception

Carefully read each of the activities in each question. These are generalization items from the Carolina Developmental Curriculum. Decide which developmental area listed above best describes the activities content. Record your answer to the left of each iten on the line provided.

XXXIV)Have the child sort objects into containers marked by the pictures of the object.

XXXV)Provide scarves, shawls and blankets for dress up play and have the children fold their mats or towels used for rest time.

XXXVI)Have children pretend to be jacks-in-the-box and sing "pop goes the weasel"

XXXVII)Encourage the children to ask to get a drink whenever the need arises. Hold them accountable for classroom rules.

XXXVIII)Have the child draw a picture of something they like to do. Then ask each child to describe the picture. Write down some comments on the bottom of the picture and hang the pictures in the room.

XXXIX)Using a tape recorder, record the children describing the activity that they've just completed, and the activity that they will do next. Encourage them to use the future tense. Play the recorder back to them.

XXXX)Have the children stand in line and practice identifying who is last.

APPENDIX B

Carolina Teacher Effectiveness Rating Scale

CAROLINA TEACHING EFFECTIVENESS RATING SCALE (Prototype Version)
OBSERVATION GUIDE (Rev. 1-84)

1.0 MANAGEMENT OF INSTRUCTIONAL TIME

_____ Has materials, supplies, equipment ready at start of lesson
_____ Gets lesson/class started quickly & efficiently
_____ Allocates adequate time for each lesson & lesson segment
_____ Gets students on task quickly & maintains a high level of TOT

2.0 MANAGEMENT OF STUDENT BEHAVIOR

_____ Has established rules & procedures for administrative routines
_____ Has established rules & procedures for classroom participation
_____ Has established rules & procedures for student talk
_____ Has established rules & procedures for student movement
_____ Stationed in a position to see all students at all times
_____ Makes frequent visual surveys of entire classroom
_____ Stops inappropriate behavior promptly & consistently

3.0 INSTRUCTIONAL PRESENTATION

_____ Assigns appropriate (i.e., no busywork) tasks that result in high rates of student success
_____ Provides directions, assignments, & explanations that are understood by students
_____ Begins lesson with a brief statement of review or review question(s
_____ Explains objectives of lesson, i.e., what will be accomplished
_____ Summarizes main point(s) of lesson
_____ Uses examples & demonstrations to illustrate concepts & skills
_____ Speaks fluently, using clear, precise language
_____ Asks questions & poses problems before calling on students; avoids patterned turns
_____ Makes efficient transitions between & within lessons
_____ Establishes appropriately brisk pace & maintains momentum throughout lesson(s)
_____ Responds to student questions & comments adequately, but quickly
_____ Routinely ensures opportunities for student practice & application of knowledge & skills
_____ Gives assignments orally & in writing

4.0 INSTRUCTIONAL MONITORING

_____ Checks the work performance of each student during the lesson
_____ Has established clear, firm work standards and due dates
_____ Uses entry and formative assessment to develop & revise tasks
_____ Circulates during seatwork to check performance quality & effort
_____ Routinely gets oral, written, & other work products to check student progress
_____ Poses questions clearly & one at a time

5.0 INSTRUCTIONAL FEEDBACK

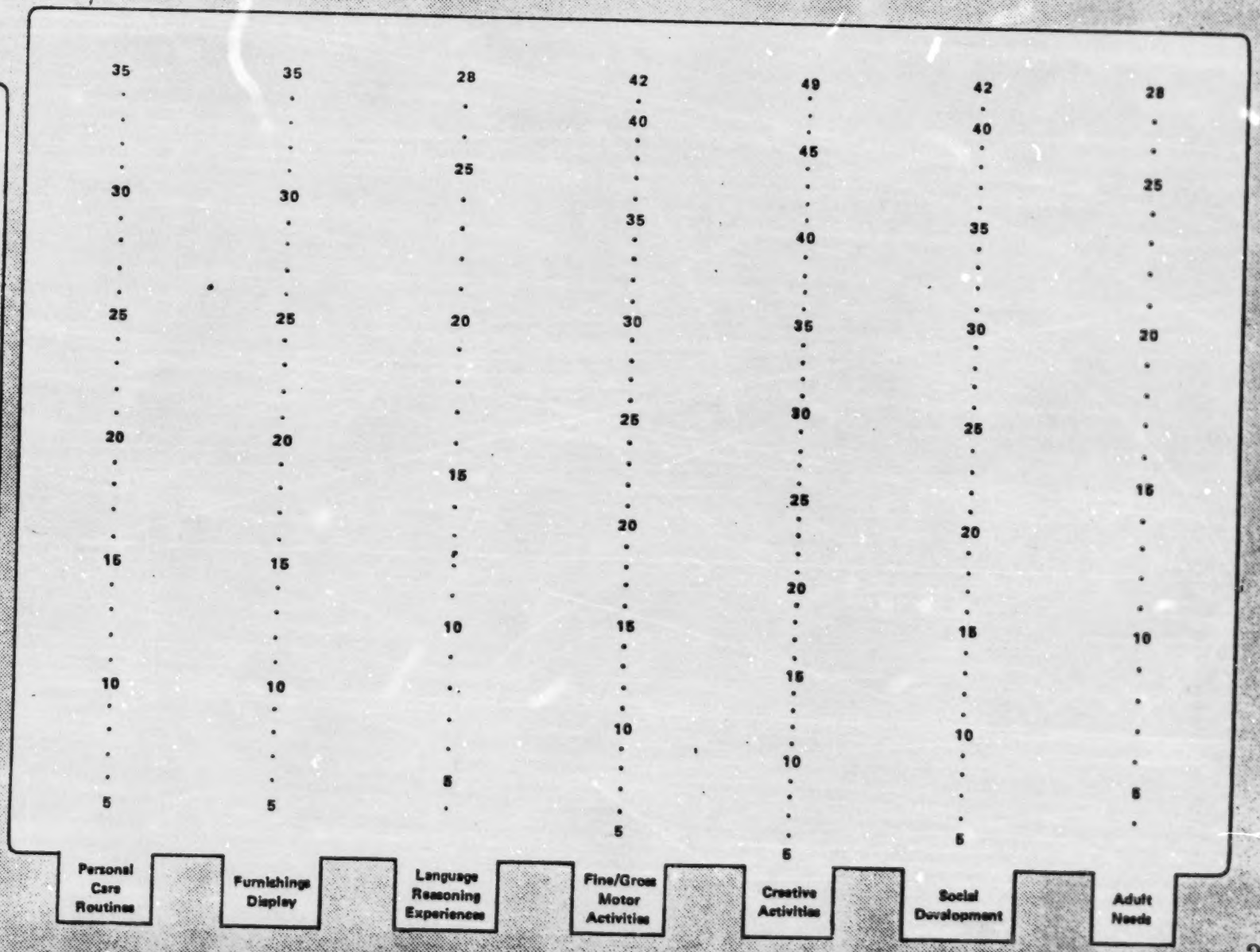
_____ Consistently informs students about correctness & appropriateness of in-class work
_____ Provides prompt feedback on outside-class work or homework
_____ Moves on quickly or affirms after a correct oral response
_____ Provides sustaining feedback & cues following incorrect response or after no response

APPENDIX C

Early Childhood Evnironmental Rating Scale

Name of Facility	Room	1st	2nd	3rd
		Dates of Rating		

CIRCLE THE TOTAL SCORE FOR EACH AREA.
CONNECT THE CIRCLED NUMBERS WITH STRAIGHT LINES.



Name of Facility	Room	Age of Children youngest to oldest	Name of Rater	Position of Rater	Date
		to			

1. Greeting/departing

1 2 3 4 5 6 7

2. or ◆2. Meals/snacks

1 2 3 4 5 6 7

3. Nap/rest

1 2 3 4 5 6 7

4. Diapering/toileting

1 2 3 4 5 6 7

5. Personal grooming

1 2 3 4 5 6 7

Total Personal Care (Items 1-5)

6. Furnishings (routine)

1 2 3 4 5 6 7

7. or ◆7. Furnishings (learning)

1 2 3 4 5 6 7

8. Furnishings (relaxation)

1 2 3 4 5 6 7

9. Room arrangement

1 2 3 4 5 6 7

10. or ◆10. Child related display

1 2 3 4 5 6 7

Total Furnishings/display (Items 6-10)

11. Understanding language

1 2 3 4 5 6 7

12. Using language

1 2 3 4 5 6 7

13. Reasoning

1 2 3 4 5 6 7

14. or ◆14. Informal language

1 2 3 4 5 6 7

Total
Language/reasoning
(Items 11-14)

37

15. Fine motor

1 2 3 4 5 6 7

16. Supervision (FM)

1 2 3 4 5 6 7

17. GM space

1 2 3 4 5 6 7

18. GM equipment

1 2 3 4 5 6 7

19. GM time

1 2 3 4 5 6 7

20. Supervision (GM)

1 2 3 4 5 6 7

Total
Fine/gross Motor
(Items 15-20)

21. Art

1 2 3 4 5 6 7

22. Music/movement

1 2 3 4 5 6 7

23. Blocks

1 2 3 4 5 6 7

24. Sand/water

1 2 3 4 5 6 7

38

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25. Dramatic play

1 2 3 4 5 6 7

26. Schedule (creative)

1 2 3 4 5 6 7

27. Supervision (creative)

1 2 3 4 5 6 7

Total Creative Activities (Items 21-27)

28. Space (zone)

1 2 3 4 5 6 7

29. Free play

1 2 3 4 5 6 7

30. Group time

1 2 3 4 5 6 7

31. Cultural awareness

1 2 3 4 5 6 7

32. Tone

1 2 3 4 5 6 7

33. Exceptional provisions

1 2 3 4 5 6 7

Total Social Development (Items 28-33)

34. Adult personal area

1 2 3 4 5 6 7

35. Adult opportunities

1 2 3 4 5 6 7

36. Adult meeting area

1 2 3 4 5 6 7

37. Parent provisions

1 2 3 4 5 6 7

Total Adults (Items 34-37)

EARLY CHILDHOOD ENVIRONMENT RATING SCALE © THELMA HARMS and RICHARD M. CLIFFORD 1980 TEACHERS COLLEGE PRESS

APPENDIX D

Project TAP Outreach Staff Development Survey

PROJECT TAP OUTREACH

STAFF DEVELOPMENT SURVEY

Items	Less than Adequate		Adequate		Highly Competent
	1	2	3	4	5
1. Ability to design appropriate learning centers and classroom physical arrangements.	1	2	3	4	5
2. Ability to organize the classroom to allow for individual instruction in a group setting.	1	2	3	4	5
3. Knowledge of the formal assessment instruments traditionally used in the assessment of social/emotional development, language development, motor development and cognitive skills.	1	2	3	4	5
4. Ability to utilize informal and formal assessment techniques to assess the child's strengths and weaknesses.	1	2	3	4	5
5. Understanding of the teacher-teacher aide relationship which allows for the maximum utilization of teachers, aides and volunteers.	1	2	3	4	5
6. Skills in the efficient management of problem behavior.	1	2	3	4	5
7. Ability to schedule classroom activities to provide for both individual and group work.	1	2	3	4	5
8. Ability to develop appropriate programs of intervention in the areas of language, reasoning, receptive and expressive gross and fine motor, and social/emotional development.	1	2	3	4	5
9. Ability to select appropriate curriculum materials to meet the individual needs of students.	1	2	3	4	5
10. Ability to utilize task analysis techniques to provide manageable increments of learning.	1	2	3	4	5
11. Ability to translate available information on a child into an Individualized Educational Program (IEP) containing all of the essential elements.	1	2	3	4	5

Staff Development Survey

(Cont'd.)

Items	Less than Adequate 1	2	Adequate 3	4	Highly Competetent 5
12. Ability to write long-term and short-term goals and to specify objectives to reach these goals.	1	2	3	4	5
13. Ability to develop a system for recording student goals and to apply this system by recording pupil progress systematically.	1	2	3	4	5
14. Understanding of the attention span limitations of young children with developmental lags.	1	2	3	4	5
15. Knowledge of the various ways of involving parents in their child's program.	1	2	3	4	5
16. Ability to discuss developmental tasks with parents in an understanding sympathetic manner.	1	2	3	4	5

APPENDIX E

Presentation Feedback Form

Project TAP

PRESENTATION FEEDBACK FORM

Date _____

Directions: Please circle the number which best represents your reaction to each item.

1.	The workshop information will be:	Very Helpful 5	4	3	2	Not Helpful 1
2.	The presentations and discussions were:	Very Practical 5	4	3	2	Too Theoretical 1
3.	The methods used in the workshop were:	Excellent 5	4	3	2	Poor 1
4.	The organization of the workshop was:	Excellent 5	4	3	2	Poor 1
5.	The objectives of the workshop were:	Clearly Evident 5	4	3	2	Vague 1
6.	The ideas and activities presented were:	Very Interesting 5	4	3	2	Dull 1
7.	The work of the consultant (s) was:	Excellent 5	4	3	2	Poor 1
8.	The scope (coverage) was:	Very Adequate 5	4	3	2	Inadequate 1
9.	Putting the ideas presented into practice would be:	Easy 5	4	3	2	Difficult 1
10.	Overall, I consider this workshop:	Excellent 5	4	3	2	Poor 1

11. Please list the things you liked most about this workshop.

12. Please list the things you did NOT like.

13. Please comment on any aspect of thi workshop.

14. Please make suggestions for future workshops.